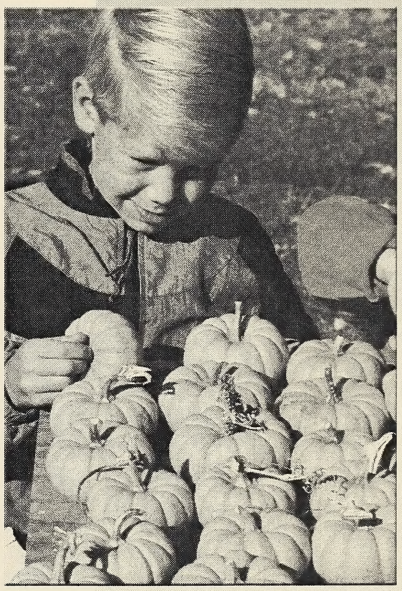
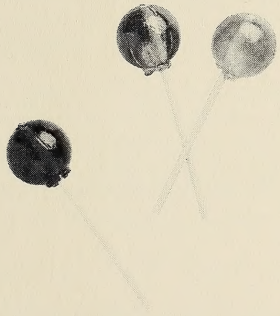
Mathematics

Module 9

Fun with Fractions

Home Instructor's Guide: Day 10–18
and
Assignment Booklet 9B





Learning Technologies Branch

Alberta LEARNING

Grade Two Mathematics
Module 9: Fun with Fractions
Home Instructor's Guide: Days 10–18 and Assignment Booklet 9B
Learning Technologies Branch
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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	

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- Alberta Learning, **http://www.learning.gov.ab.ca**
- Learning Technologies Branch, **http://www.learning.gov.ab.ca/ltb**
- Learning Resources Centre, **http://www.lrc.learning.gov.ab.ca**

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Module 9: Fun with Fractions

Daily Summary

Day 10

Today's lessons reinforce the concept of one-fourth.

Day 10: Lesson 1

As in previous lessons, assist the student in solving the problem. Ask the student if he or she understands the problem. Review problem-solving strategies, such as using manipulatives, drawing, or acting. For this problem, the student can act out the solution with bottles filled with water. The student can pour the contents of each bottle into four glasses and continue doing this until 24 glasses are filled. Or, manipulatives can be used to represent the bottles and the glasses. A large block, for example, can serve as the bottle, and four small cubes can be the glasses. Ensure the student understands the problem-solving strategy he or she chooses.

Answers

1. 5
2. 4
3. 2
4. 8
5. 3

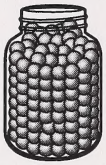
Day 10: Lesson 2

Use the examples from previous lessons. Have the student continue filling containers, colouring in charts, putting beans on a plate, linking cubes or beads, and so on with fourths. Have the student label the sets with "fourth." The student should talk about the activity as he or she is doing it. Listen for the words *whole*, *half*, *third*, and *fourth*.

Answers

1. a. a whole
   b. one-half
   c. a whole
   d. one-half
   e. a whole
   f. one-half
   g. one-third
   h. one-third
   i. one-third

2. The student fills in 1 in the top row, $\frac{1}{2}$ in each square in the second row, $\frac{1}{3}$ in each square in the third row, and $\frac{1}{4}$ in each square in the bottom row.

3. 

whole

4. 

one-half

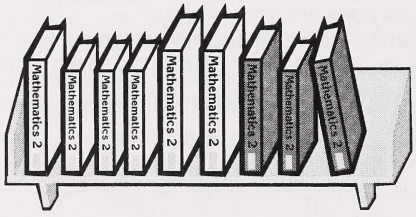
5. 

one-third

6. 

one-fourth

7. 

8. 

9. c. and d. match $\frac{1}{2}$, a. and f. match $\frac{1}{3}$, and b. and e. match $\frac{1}{4}$.

Have the student do the assignment for Day 10 after completing the day's lessons.

Day 11

The focus of the lessons in Day 11 is on communicating directions orally and in writing.

Day 11: Lesson 1

Have the student read and follow Jasper's directions for making the design with pattern blocks. The student may use the paper pattern shapes used in Module 4 if blocks are not available. Ensure the student does not look ahead to see what the original pattern looks like. After the student makes the pattern and draws it, have him or her study the original pattern. Discuss how differently it looks from the student's design (if it does). Explain how directions need to be specific and exact. Talk about the directions Jasper should have given. Have the student go over each direction and revise it to be clearer. For example, Jasper did not say exactly where to place the blocks in relation to the other blocks.

Have the student make a design using ten or fewer blocks. Set up a screen (a large book or Bristol board) between you and the student so you cannot see the design. Have the student print the directions. For example, "Place three squares on the bottom row; place two circles on the second row between the three squares," and so on. Read the student's directions and copy it. Compare the original to your design. Discuss with the student how his or her directions could be made clearer, if this is necessary. Talk about giving directions. Giving directions requires thinking through what you have to say and doing it as clearly and concisely as possible.

Day 11: Lesson 2

Select a variety of manipulatives. Make a design behind the screen. Use base ten blocks, linking cubes, buttons, coins, and so on to make an interesting design. Use ten or fewer manipulatives. Orally, give directions so the student can copy the design. Have the student draw the design he or she made. Compare the student's design with your own. If there are mistakes, ask the student what he or she did not understand about the directions and discuss how they could have been clearer.

Talk about following directions and the fact that following directions requires good listening skills.

Have the student make a design with different manipulatives (no more than ten) without you seeing it. The student then gives you oral directions to follow to copy the design. As before, compare the design you made with the student's original one and discuss how to revise the directions to make them clearer.

Have the student do the assignment for Day 11 after completing the day's lessons.

When the student has completed the assignment and there is time remaining in class, have the student practise giving and taking directions both orally and in writing by repeating these exercises with pattern blocks and manipulatives.

Day 12

Today the student will practise communicating directions orally and in writing.

Day 12: Lesson 1

Have the student read and follow Elena's directions in making the shape on the geoboard. Explain to the student how to use the numbers on the grid as guidelines. Use the grids in the Appendix. After the student draws the shape on the grid, have him or her study the original shape and its placement on the geoboard. Discuss any differences there may be and review the directions with the student to correct any errors.

Explain to the student that a grid is an arrangement of numbered squares or dots.

Have the student make a shape on the geoboard behind the screen. Have the student write the directions the same way Elena did. For example, "Use an elastic to connect the first peg in the first row to the third peg in the fourth row; use another elastic to connect the third peg in the fourth row to the fifth peg in the fourth row," and so on. Read the student's directions, and copy the shape onto the grid. Compare the original to your shape. Discuss with the student how his or her directions could be made clearer, if this is necessary.

Day 12: Lesson 2

Make a shape behind the screen. Orally, give directions so the student can copy the shape onto the grid. Compare the student's design with your own. If there are mistakes, ask the student what he or she did not understand about the directions, and discuss how they could have been clearer.

Have the student make a shape on the geoboard behind the screen. The student then gives you oral directions to follow to copy the shape. As before, compare the shape you made with the student's original one and discuss how to revise the directions to make them clearer.

Have the student do the assignment for Day 12 after completing the day's lessons.

Day 13

The lessons for Day 13 reinforce the skills needed to communicate directions orally and in writing.

Day 13: Lesson 1

Have the student follow Jasper's directions for the path from points A to B and draw the path with a pencil on a grid. Moving one dot will be one step. Discuss how Jasper's directions were clear enough to follow the path.

Day 13: Lesson 2

Discuss the different paths the student can take to get from point A to point B. Have the student give directions for the four paths. The paths move up and down and sideways only.

On the second grid, have the student describe four paths and print directions for a fifth path for you to follow.

Have the student do the assignment for Day 13 after completing the day's lessons.

There are extension activities for Days 11 to 13.

Day 14

The focus today is on creating symmetrical 2-D shapes by folding.

Day 14: Lesson 1

Fold a sheet of paper in half, draw half a heart along the fold, and then cut it out. Explain to the student that two identical sides mean an object is symmetrical. Have the student experiment with making symmetrical shapes.

Day 14: Lesson 2

Discuss the line of symmetry. The fold line that divides an object into two matching parts is called the line of symmetry.

Day 14: Lesson 3

The student finds two lines of symmetry in shapes. Have the student fold a paper into fourths, draw a flower on it, and then cut the flower out. It may take some practice before the student is able to cut one piece. Ensure the flower is drawn on the corner which is the middle of the paper. Have the student make two or three shapes with two lines of symmetry.

Day 14: Lesson 4

Have the student fold each shape into half. If the two sides are the same shape and size, they are symmetrical.

Answers

These objects are symmetrical: guitar, flower, ladybug, apple, heart, lamp, flowerpot.

Have the student do the assignment for Day 14 after completing the day's lesson.

Day 15

The focus today is on creating symmetrical 2-D shapes by using mirrors and miraboards for reflecting.

Day 15: Lesson 1

Assist the student with placing the mirror on the shapes to show the lines of symmetry. The mirror should be placed along the middle of the shape to reflect half of it in the mirror. Have the student experiment with the three shapes.

To show different numbers of circles, the mirror can be placed in the middle of one circle to show one circle, just below one whole circle to show two, on one circle and just below another circle to show three, just below two circles to show four, and just below all three circles to show six.

Day 15: Lesson 2

Show the student how to use the miraboard. Place it on the line of symmetry beside the half drawing of the shape, and then trace the image on the other side to make a symmetrical shape. A miraboard lets you view the reflection of a shape through the glass rather than on it, as a mirror does. With the miraboard, the student is better able to see the line of symmetry of a half shape, which allows the student to trace it and make a symmetrical shape.

Day 15: Lesson 3

Have the student look around the home and outdoors for symmetrical shapes and then list them in the box. These can include items such as leaves, stones, toys, and so on.

Have the student do the assignment for Day 15 after completing the day's lessons.

Day 16

This is a review of Module 9.

Answers

1. a. 18, 9 b. 14, 7

2. b, c, e, f

3. There are two parts of equal size.

4. a. 12, 4 b. 15, 5

5. a, b, d, f

6. There are three parts of equal size.

7. a. 8, 2 b. 16, 4

8. a, c, d, f

9. There are four parts of equal size.

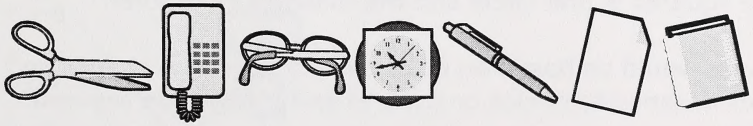
10. a. 5 birds

b. 7 trees

c. 4 cats

11. a. $\frac{1}{4}$ b. $\frac{1}{3}$ c. $\frac{1}{2}$

12.



13. Here is an example of what the student's directions might be. They need not be in this order.

    - Connect the third dot in row 3 with the fifth dot in row 3.
    - Connect the third dot in row 3 with the fourth dot in row 5.
    - Connect the fourth dot in row 5 with the fifth dot in row 3.

14. - Move from point A to the right two steps.
    - Move one step up.
    - Move one step right.
    - Move three steps up.
    - Move one step left.

15. These shapes should be coloured: c, d, e, and f.

16. Ensure the drawings are symmetrical.

Day 17

This is a review of Modules 1, 2, and 3.

Answers

1. a. 19, 20, 21, 22 b. 78, 79, 80, 81, 83, 84

2. a. 19, 41, 62, 87 b. 92, 85, 76, 30, 29

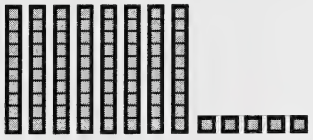
3. a. 29, 59, 28, 10 b. 46, 82, 36, 39

4. 

5. a. and c. The student will sort the blue shapes in one circle and the purple shapes in another or the squares in one circle and the triangles in another.

   b. and d. The sorting rules would be based on colour and shape: blue shapes and purples shapes in separate circles or squares and triangles in separate circles.

6. a. 80, 75, 70, 65 b. 50, 40, 30, 20, 10

7. 

8. a. $6 + 4 = 10, 4 + 6 = 10, 10 - 4 = 6, 10 - 6 = 4$
   b. $5 + 3 = 8, 3 + 5 = 8, 8 - 5 = 3, 8 - 3 = 5$

9. a. $17, 8 + 8 + 1 = 17$ c. $7, 7 + 7 = 14$
   b. $15, 7 + 7 + 1 = 15$ d. $10, 10 + 10 = 20$

10. a. 9 b. 16 c. 18 d. 20

11. a. 16, $10 + 6 = 16$ b. 11, $10 + 1 = 11$

12. a. 20 b. 23 c. 23

13. a. 12 b. 17 c. 12

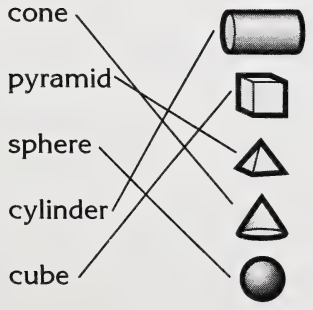
Have the student do the assignment for Day 17 after completing the day's review lesson.

Day 18

This is a review of Modules 4, 5, and 6.

Answers

1. a. triangle, 3, 3 b. square, 4, 4 c. rectangle, 4, 4, d. circle, 0, 0

2. 

3. a. minutes b. hours c. hours d. minutes

4. a. 60 b. 24

5. a. The pattern is circle, circle, square.
   b. Accept any pictures that show an aab pattern.
   c. Accept any sounds (clap, clap, slap) that show an aab pattern.
   d. Accept any actions (hop, hop, skip) that show an aab pattern.

6. a. 30, 35, 40, 45, 50 b. 55, 65, 75, 80

7. 15, 14, 10, 13
   4, 3, 1, 2

8. Accept any number between 10 and 16.

9. Ensure the first objects listed are smaller but heavier than the second objects.

10. a. 1¢ b. 5¢ c. 10¢ d. 25¢

11. a. 50¢ b. 75¢ d. 100¢

12. Ensure the coins equal the amount shown.

Have the student do the assignment for Day 18 after completing the day's review lesson.

When the student finishes the activities for Day 18, direct him or her to the Student Survey and Student Checklist in Assignment Booklet 9B. The student may work on these alone or with your help. Go over the responses and discuss them with the student. Give additional instruction to any of the concepts the student has indicated he or she needs help with.

Ensure that you complete the Home Instructor's Evaluation Checklist and Feedback forms for Days 10 through 18. In Days 16, 17, and 18 the student completed review activities for most of the work done in Grade Two Mathematics. You might comment on how independent the student was in completing the review activities. The Home Instructor's Feedback is to give any information you think may be helpful for the teacher to know.

Submit Assignment Booklet 9B for marking.

ASSIGNMENT BOOKLET 9B

Grade Two Mathematics
Module 9: Days 10–18

Home Instructor's Comments and Questions

_____
Home Instructor's Signature

FOR HOME INSTRUCTOR USE
(if label is missing or incorrect)

Student File Number:

_____

Grading Scale

A – Very Satisfactory
B – Satisfactory
C – Needs Attention
D – Unsatisfactory

Apply Module Label Here

Name

Address

Postal Code

Please verify that preprinted label is for correct course and module.

FOR SCHOOL USE ONLY

Assigned Teacher:

_____

Grading

Mathematics:

_____

Neatness:

_____

Date Assignment Booklet Received:

_____

Teacher's Comments

_____
Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

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- Are all the assignments completed? If not, explain why.
- Has your work been reread to be sure the spelling and details are correct?
- Is the record form filled out and the correct module label attached?

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Send all letters in a separate envelope.

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Module 9

Fun with Fractions

Assignment Booklet 9B

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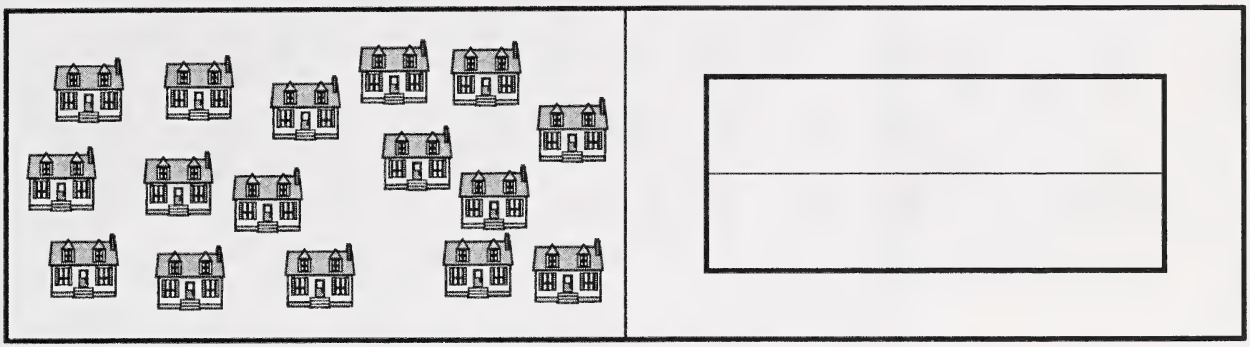
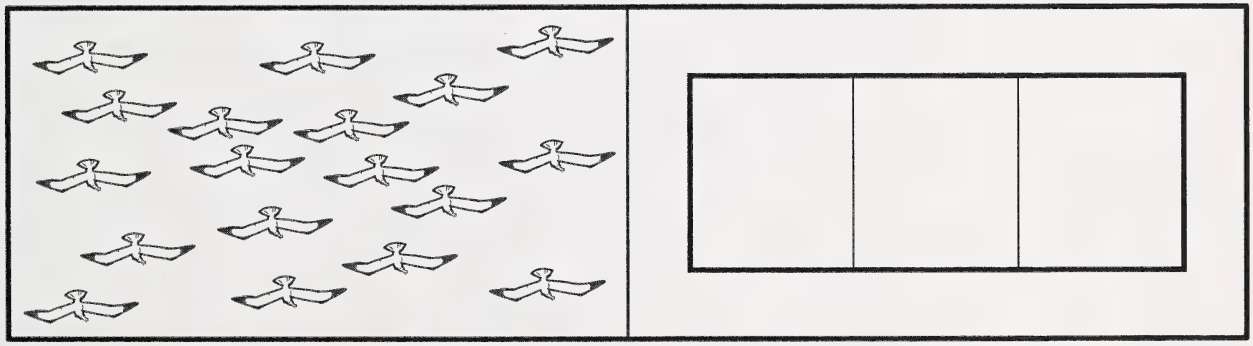
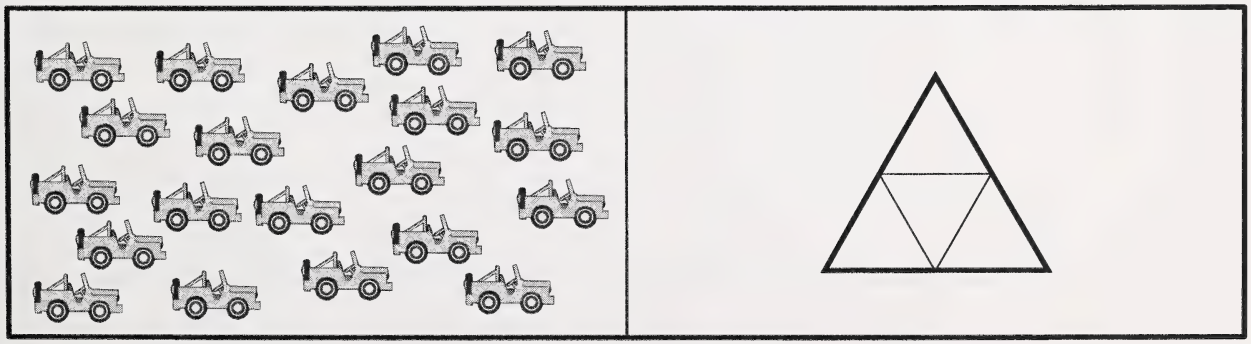
1. Colour one-half in each box.



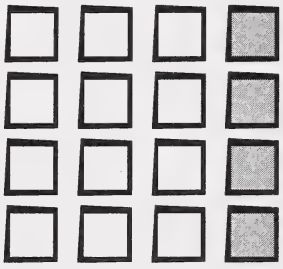
2. Colour one-third in each box.



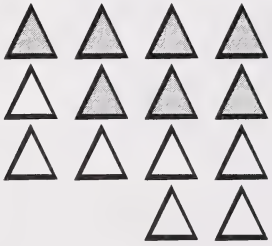
3. Colour one-fourth in each box.



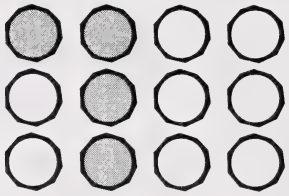
4. How much is shaded in each box? Circle the correct fraction.

a. 

$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$

b. 

$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$

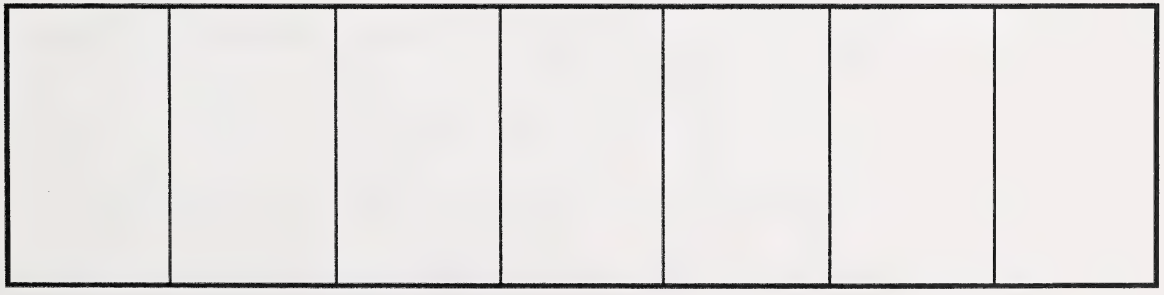
c. 

$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$

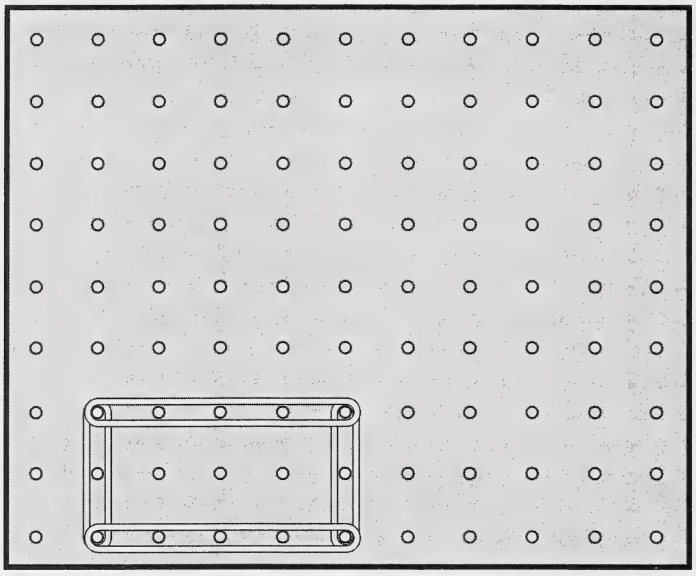
Here are seven shapes. You are to draw them in a row. Follow the directions. They tell you where to place them in the row. Draw the seven shapes in the boxes.

These are the shapes.

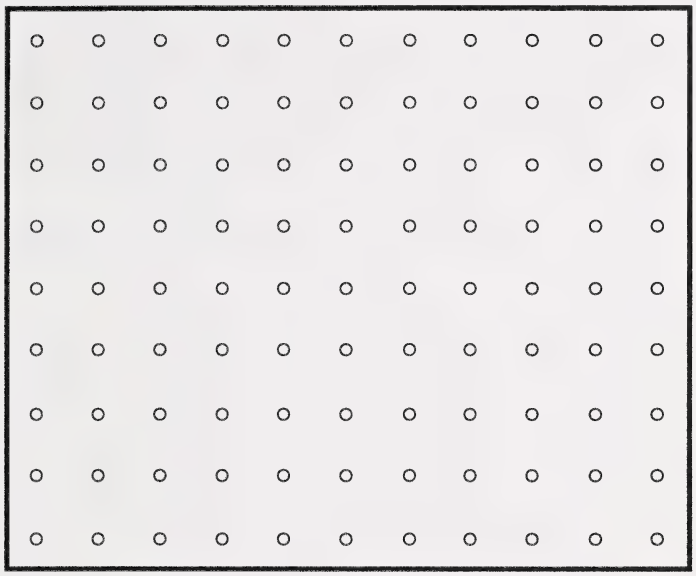
- The star is in the middle of the row.
- The moon is the first in the row.
- The triangle is the last in the row.
- The square is next to the triangle.
- The rectangle is next to the moon.
- The diamond is next to the square.
- The circle is next to the rectangle.



1. Look at the shape on the geoboard. Print clear directions to make this shape.

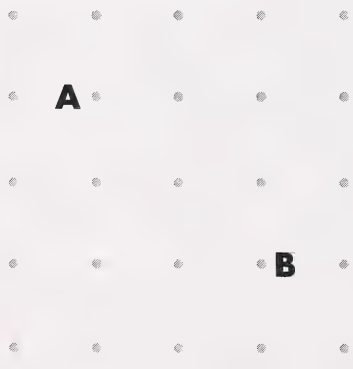


2. Draw a shape on the geoboard. Then print on the lines clear directions for making the shape.



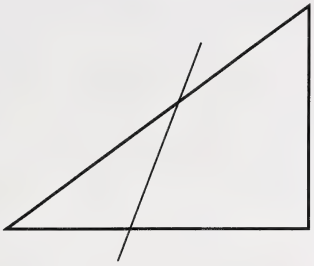
1. Draw a path between points A and B. Print directions for the path on the lines.

2. Draw a path between points A and B. Print directions for the path on the lines.



Look at these shapes. Colour the ones that have lines of symmetry.

a.



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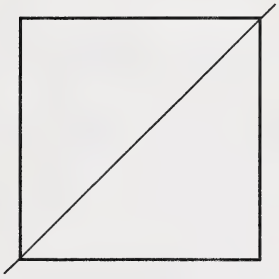

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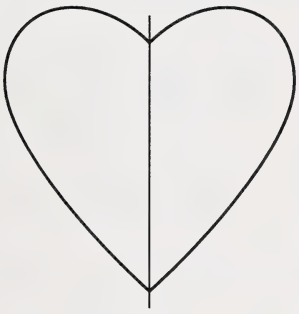

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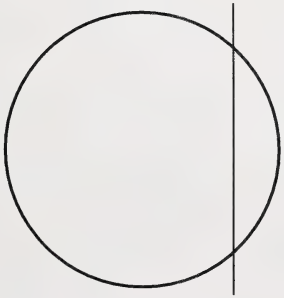
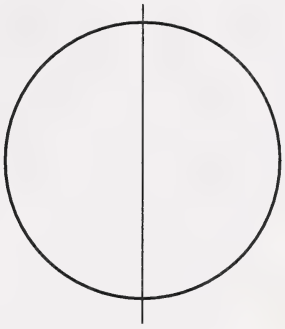


e.



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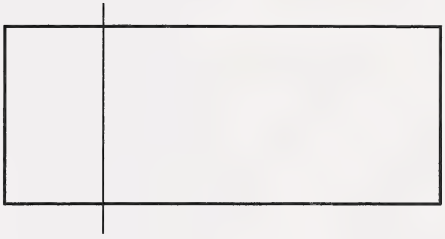
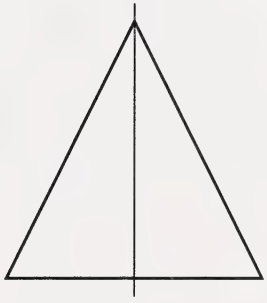
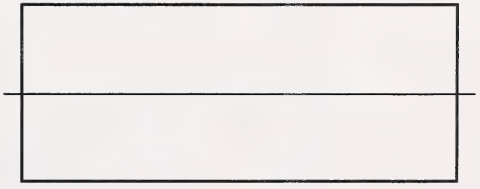


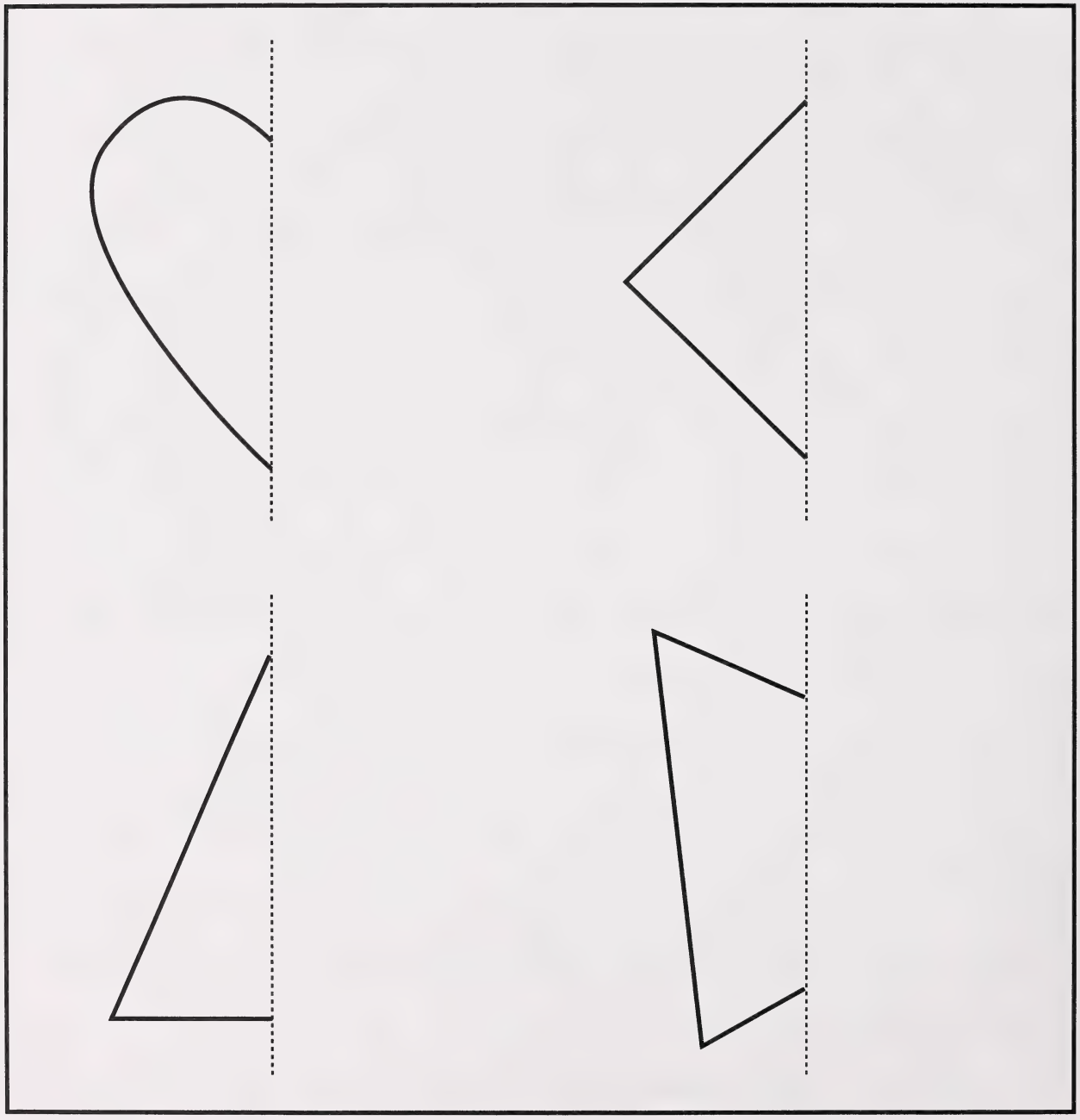
g.



h.



Finish these drawings to make symmetrical shapes. You may use a miraboard to help you.



1. a. Write the number that comes before.

☐, 34

☐, 100

b. Write the number that comes between.

69, ☐, 71

22, ☐, 24

c. Write the number that comes after.

99, ☐

19, ☐

2. a. Circle the greatest number.

16 15 22 21

b. Circle the least number.

98 89 88 91

3. a. Circle the number that is greater.

twenty seventeen

b. Circle the number that is greatest.

eighteen eleven eight

c. Circle the number that is less.

fifteen	eleven

d. Circle the number that is least.

twenty-four	fourteen	fifteen

4. a. Colour the even numbers green and the odd numbers orange.

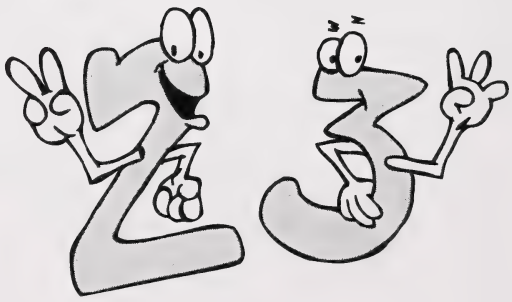
52	46	31	94	63	85	28	100	79	18	7

b. How do you know a number is even? _____

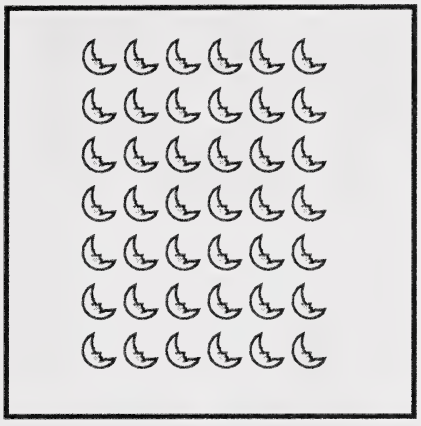
_____

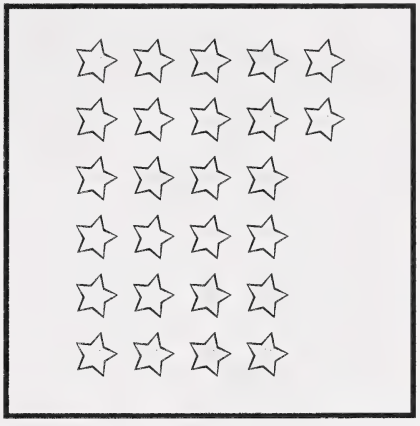
c. How do you know a number is odd? _____

_____



Look at the moons and stars in the boxes. Estimate the number in each box.





5. a. I estimate ☐ moons.

b. How many tens and ones are there in the moon box?

☐ tens ☐ ones

c. The actual number of moons is ☐.

6. a. I estimate ☐ stars.

b. How many tens and ones are there in the star box?

☐ tens ☐ ones

c. The actual number of stars is ☐.

7. a. Round the numbers to the nearest ten.

Number	Rounds To
41	
68	
99	
32	
53	

Number	Rounds To
85	
77	
14	
26	
45	

b. What is the rule for rounding? _____

_____

c. What is the rounding rule for a number that has a 5 in the ones place?

_____

_____

8. a. Draw rods and cubes or a set for the number shown. You may use manipulatives to help you.

59

b. Show the number on the Place-Value Chart.

Tens	Ones

c. There are ☐ tens ☐ ones.

d. The number is ☐.

e. What does the 5 stand for? _____

f. What does the 9 stand for? _____

9. Add.

a. $\begin{array}{r} 50 \\ +\ 27 \\ \hline \end{array}$ b. $\begin{array}{r} 61 \\ +\ 27 \\ \hline \end{array}$ c. $\begin{array}{r} 33 \\ +\ 64 \\ \hline \end{array}$ d. $\begin{array}{r} 25 \\ +\ 44 \\ \hline \end{array}$

10. Subtract.

a. $\begin{array}{r} 97 \\ -\ 43 \\ \hline \end{array}$ b. $\begin{array}{r} 62 \\ -\ 30 \\ \hline \end{array}$ c. $\begin{array}{r} 88 \\ -\ 27 \\ \hline \end{array}$ d. $\begin{array}{r} 53 \\ -\ 42 \\ \hline \end{array}$

11. Print the rule, and fill in the missing numbers.

a.

Input	Output
5	7
3	
7	

b.

Input	Output
7	3
9	
6	

c.

Input	Output
3	10
1	
2	

12. Write the number sentence for each problem. Then print the answer.

a. Jasper is baking some cookies. The cookies take 45 minutes to bake. They have been in the oven for 31 minutes. How much longer do they have to be in the oven?

_____

The cookies have to be in the oven ☐ minutes longer.

b. Elena's father usually runs 25 kilometres every week. Last week he ran 37 kilometres. How many more kilometres did he run last week?

_____

Elena's father ran ☐ more kilometres last week.

c. Elena has 62 pennies. Her brother gave her 15 pennies. How many pennies does Elena have in all?

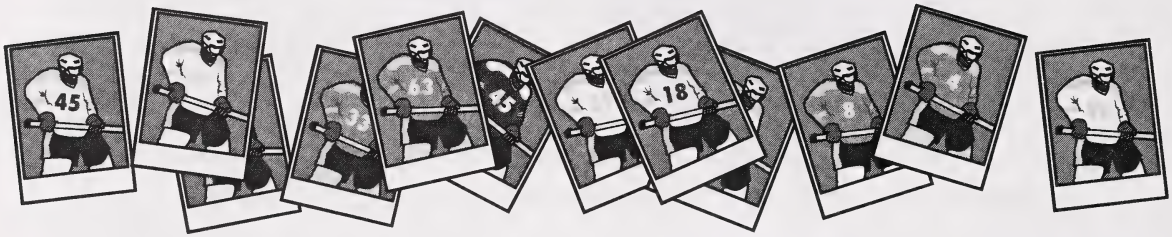
_____

Elena has ☐ pennies in all.

d. Jasper has 76 hockey cards. He gave his best friend 21 of them. How many hockey cards does Jasper have left?

_____

Jasper has ☐ hockey cards left.



13. Solve these problems. Draw pictures to help you. Write the number sentence and answer for each one.

a. Jasper watched a video that was 36 minutes long. He then watched a video that was 47 minutes long. How many minutes did Jasper watch videos in all?

_____ = _____

Jasper watched videos for ☐ minutes.

b. Elena's friend Carla has 16 toys. Elena has 18 more toys than Carla. How many toys does Elena have?

_____ = _____

Elena has ☐ toys.

c. Elena had 85 cents. She spent 67 cents on candy. How much money did she have left?

_____ = _____

Elena had ☐ cents left.

d. There were 22 goats in the stable and 31 goats in the field.
How many more goats were in the field?

_____ = _____

There were ☐ more goats in the field.

14. **Estimate** to get the approximate answer.

a. 58 + 21 = about ☐

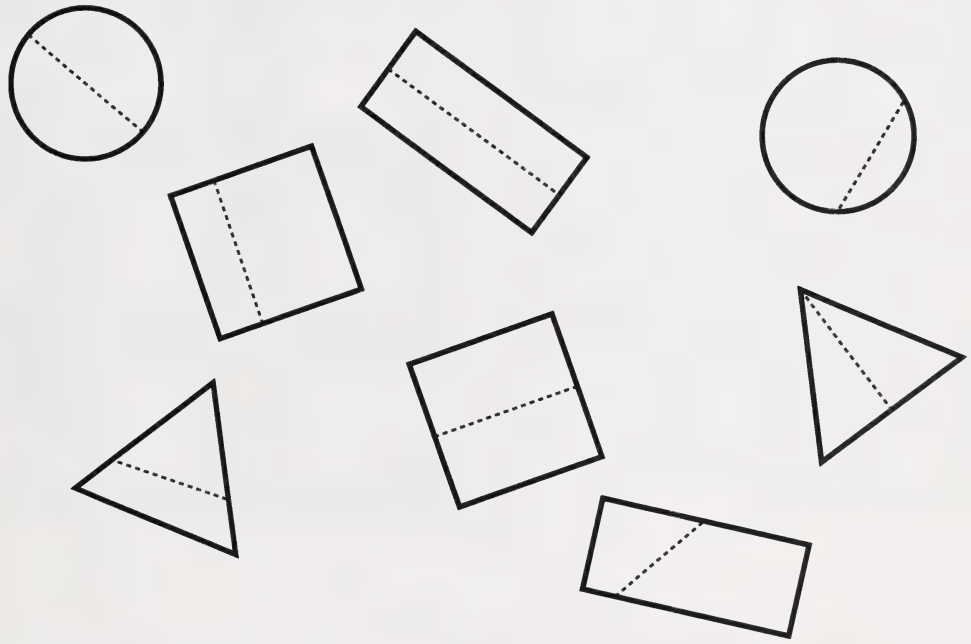
Show your work _____

b. 97 − 42 = about ☐

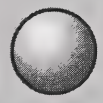
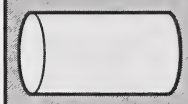
Show your work _____

1. Rearrange the shapes in this pattern. Draw your new pattern.

2. Put an ✗ on the pictures that are folded into two congruent shapes.



3. First, name the solid. Then print the number of faces, edges, and vertices each has.

	Solids	Name of Solid	Number of Faces	Number of Edges	Number of Vertices
a.		_____			
b.		_____			
c.		_____			
d.		_____			
e.		_____			

4. Why can't you use sticks and marshmallows to make a cone?

_____

_____

_____

5. Circle the correct answer.

a. Maria watched a cartoon for 42 minutes.
Is that more or less than one hour? more less

b. Nonnie spent 62 minutes writing a letter.
Is that more or less than one hour? more less

c. Lulu slept for 21 hours on the weekend.
Is that more or less than one day? more less

6. a. Stefan worked on his model airplane for three hours. How many minutes did he spend on it? ☐

b. Explain how you arrived at your answer. _____

_____

_____

7. a. Jaime's mother was away on a business trip for two days. How many hours was she away? ☐

b. Explain how you arrived at your answer. _____

_____

8. Number the months in the correct order from 1 to 12.

May	☐	January	☐	November	☐
October	☐	December	☐	April	☐
September	☐	August	☐	March	☐
June	☐	February	☐	July	☐

9. a. How many months are there in three and a half years? ☐

Explain how you arrived at your answer.

_____

_____

_____

b. How many days are there in two weeks and six days? ☐

Explain how you arrived at your answer.

_____

_____

_____

10. Continue this pattern.

☆☾☆☾☾☆☾☾☾☆☾☾☾☾

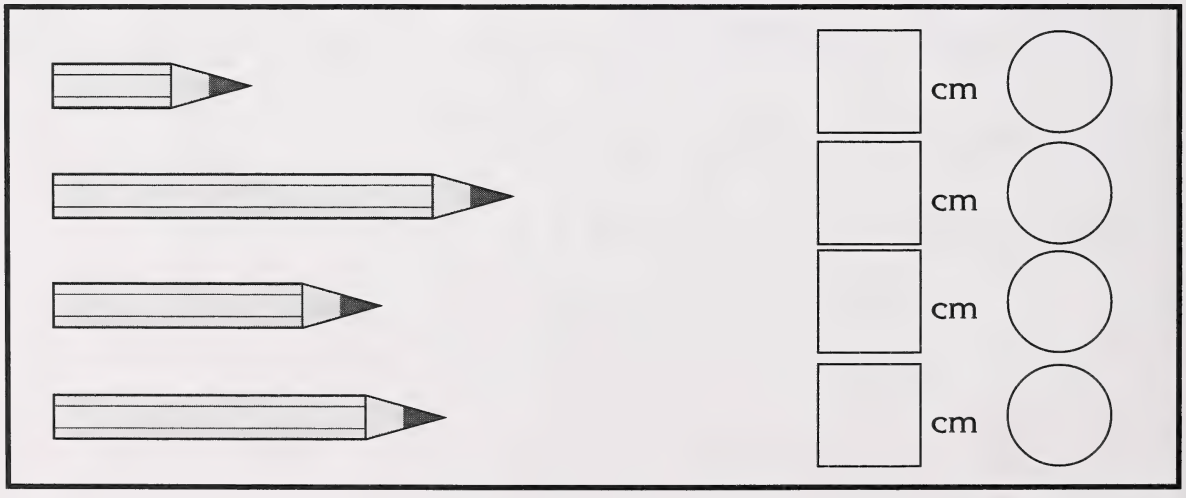
_____

11. Jillian collected stickers. She collected three stickers every week. How many stickers will Jill have in six weeks? Show your work.

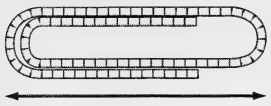
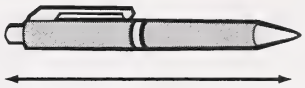
- Week 1
- Week 2
- Week 3
- Week 4
- Week 5
- Week 6

Jillian will have ☐ stickers in the sixth week.

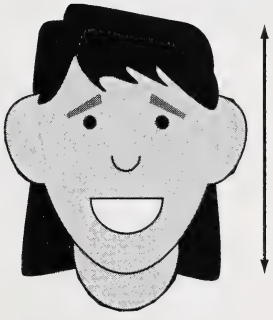
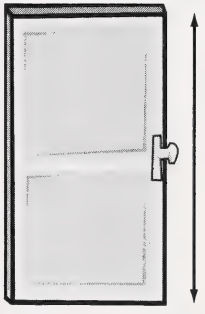
12. Measure the length of each pencil. Order them from smallest to largest, 1 being the smallest.



13. Look at the drawings. Each item in real life is more than a decimetre or less than a decimetre. Circle less than or more than in each box.

a.	b.	c.
		
less than more than	less than more than	less than more than

14. Look at the drawings. Each item in real life is more than a metre or less than a metre. Circle less than or more than in each box.

a.	b.	c.
		
less than more than	less than more than	less than more than

15. Circle the unit you would use to measure each of the following.

a. the length of a key cm dm m

b. the distance around your head cm dm m

c. the length of a car cm dm m

16. Will the temperature **rise** or **fall**? Fill in the blanks by printing **rise** or **fall**.

    a. If you put a thermometer into a pot of hot coffee, the temperature will

    _____.

    b. If you put a thermometer into a snowbank, the temperature will

    _____.

    c. If you take a thermometer from hot water and then put it into cold water, the temperature will

    _____.

    d. If you take a thermometer from ice cream and then put it into your mouth, the temperature will

    _____.

17. a. one dollar = ☐ pennies

    b. one dollar = ☐ dimes

    c. one dollar = ☐ nickels

    d. one dollar = ☐ quarters

18. Print the value of each coin or bill.

a. 

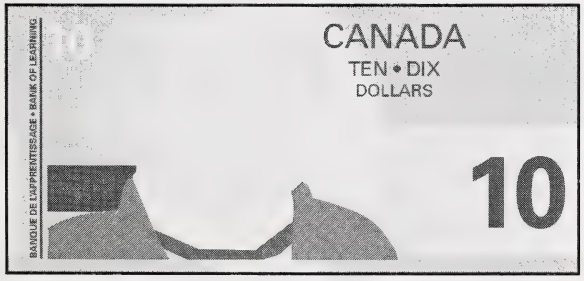
☐ dollar or ☐ cents

b. 

☐ dollars or ☐ cents

c. 

☐ dollars or ☐ cents

d. 

☐ dollars or ☐ cents

19. Draw a set of coins to show these amounts.

52¢
36¢

Student Survey

Days 10 to 18

Think about what you have learned in Days 10 to 15. Then answer these questions.

What did you like best about Days 10 to 15?

List three things you learned about directions and symmetry in Days 10 to 15.

In days 16, 17, and 18 you reviewed most of what you learned in Grade Two Mathematics. Is there something you would like to know more about?

Is there something you still need help with?

Student Checklist

Days 10 to 18

I know how to . . .	Put a check mark beside the things you can do.
1. give and follow directions by saying them	
2. give and follow directions in writing	
3. recognize 2-D symmetrical shapes by folding	
4. make 2-D symmetrical shapes by folding and reflecting	

Home Instructor's Evaluation Checklist

Days 10 to 18

Specific Outcomes/ Concepts Learned The student . . .	Has the student mastered the concept (yes or no)?
1. follows and gives clear oral directions	
2. follows and writes clear written directions	
3. recognizes 2-D symmetrical shapes	
4. creates 2-D symmetrical shapes by folding and reflecting	

Home Instructor's Feedback